Title: **The changing digital landscape**

Transition(s) the practice supports: This theme will be of benefit to students at all levels who undertake blended or fully-online distance learning. In terms of the transitions map, it is indirectly relevant to students transitioning into and through their studies. It is also essential to examine this area in terms of how it impacts on the university and its staff.

Abstract: The university does not exist in isolation; it serves the wider community, locally, nationally and internationally. We recognise that within this wider context, technology is evolving and becoming part of the everyday experience of people, at work, on the move and at home. Against this backdrop of constant technological evolution and immersion, we would like to examine the following areas in relation to the university's transition to blended learning:
- staff & student digital literacies
- use of new learning technologies including cloud-based tools
- emerging digital trends, e.g. participation in Massive Open Online Courses (MOOCs)

Description: This theme of enquiry will allow us to look at how 24/7 immersion in a digital landscape impacts on student, staff and the institution in terms of readiness for change, particularly in relation to blended learning. In particular, we will focus on three areas of investigation:
- staff & student digital literacies
- use of new learning technologies including cloud-based tools
- emerging digital trends, e.g. participation in Massive Open Online Courses (MOOCs)

Staff and student digital literacies
The university conducts regular surveys into staff and student digital literacies and expectations of technology; it is important that we interpret the results against the wider backdrop of the changing digital landscape as well as in relation to the themes identified for this Transitions project. This area of investigation will seek to answer a number of questions; for example, to what extent do staff and student digital literacies inform the university's transition into blended learning? To use White and Le Cornu's visitor-resident continuum[1], what technologies are students and staff 'resident' in, and how can we enhance 'institutional residency'?

Use of new learning technologies
Recent years have seen an explosion of cloud-based tools (which theme 5 seeks to find out more about). How might these tools be used in conjunction with the institution's core-supported services? What are the implications for student and staff digital literacies, and how can we harness these tools to support the university's transition into blended learning?

Participation in MOOCs
The recent focus on MOOCs for opening up university education to the world at large has implications for blended learning. Are

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[1] http://firstmonday.org/ojs/index.php/fm/article/view/3171/3049%20/

prospective students using MOOCs as a transition mechanism to prepare them university? Does their participation in MOOCs or SPOCs (small private online courses) impact on their expectations of blended learning at university? Or do students actually participate in MOOCs as one aspect of their blended learning toolkit – using MOOCs as a supplementary resource to complement or consolidate their formal university teaching? This area of investigation seeks to answer all of these questions and more.

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